

Redefining Education: Understanding the NEP's Influence on College Students and their Response Regarding it

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ABSTRACT

The National Education Policy (NEP) 2020 signifies an essential achievement in reshaping India's educational framework by prioritising inclusivity, skill enhancement, and competitiveness globally. The NEP, grounded in India's profound cultural and intellectual heritage, seeks to transform higher education via multidisciplinary learning, technological integration, and research-focused frameworks. It presents new approaches such as academic credit banks, various entry and exit pathways, and competency-based methodologies for developing critical thinking, creativity, and adaptability skills necessary for academic and professional achievement. College students shows a range of reactions to the NEP, from excitement for its multidisciplinary emphasis and opportunities for global mobility to concerns about confusing implementation tactics and budget limitations. Students predominantly support the NEP's focus on enhancing employability via skill development, however some voice concerns about its practical implementation, especially in relation to the needs of marginalised areas. The research involved inputs from 210 college students from several fields, examining their perspectives on curricular innovations, learning preferences, and teacher preparedness. Results indicate strong support for seminars and practical applications as preferred educational options. Despite the acknowledged revolutionary potential of the policy, difficulties including the digital divide, inadequacies in teacher training, and limitations to infrastructure remain. Effective communication and collaboration among stakeholders are essential for guaranteeing fair access to NEP benefits. By overcoming implementation challenges, the NEP can establish a basis for developing a globally competitive, inclusive, and skill-oriented education system, in accordance with India's ambitions for economic and social development.

Keywords: National Education Policy (NEP), Multidisciplinary Learning, Skill Development, College Students' Perceptions, Technological Integration, Inclusive Education.

Introduction

Education is an essential for achieving one's true potential, establishing an equal community, and promoting global progress, while also providing employment opportunities and a hopeful future. India's education system is increasingly incorporating international norms, emphasising equality, cultural preservation, national integration, scientific advancement, and economic development. Quality education is essential for maximising individual and national skills, so benefiting society and the nation, with overall knowledge being vital for global competitiveness.

Current educational policies prioritise the development of students' cognitive capacities, problem-solving ability, creativity, critical thinking, and communication skills. Effective self-expression frequently dictates success in academic and professional endeavours. The National Education Policy (NEP) is grounded in ancient Indian philosophy and knowledge, drawing inspiration from past traditions of wisdom, truth, and self-realization. Ancient universities such as Nalanda, Takshashila, and Vikramshila symbolised brilliance in multidisciplinary education and research, drawing students globally. Contributions from intellectuals like Aryabhata, Charaka, and Panini have significantly influenced India's intellectual legacy and persist in motivating educational progress.

Educators are important in facilitating educational reform, inspiring learners, and executing NEP initiatives. Empowering educators via respect, autonomy, and opportunities enhances their efficiency and attracts skilled individuals to the profession. The NEP emphasises inclusivity by catering to the need of historically marginalised and disadvantaged populations, guaranteeing accessible education for everyone. Education reconciles social and economic inequalities, promoting equity and advancement. The policy underscores the integration of India's cultural richness with global ambitions, fostering pride, awareness, and solidarity among students. It emphasises India's technological, cultural, and intellectual heritage while contrasting higher education systems to enhance outcomes. In this research College students express favourable reactions to NEP's emphasis on inclusivity, quality assurance, and its contribution to historic preservation while equipping them for global issues.

Research Objectives

- Evaluate how the National Education Policy (NEP) have an impact on College Students
- Analyze college students' understanding and perceptions of the NEP and its implications for their academic and career aspirations.
- Challenges while Implementing NEP in India
- Collecting feedback from college students in incorporating and implementing NEP strategies.

Literature Review

G, P. (2022). *ROLE OF NEP 2020 IN TRANSFORMING HIGHER EDUCATION IN INDIA*. This study explores the transformative capacity of NEP 2020 in Indian higher education, focussing the establishment of a more inclusive and fair educational framework that corresponds with India's values and international requirements. It examines ways for executing a comprehensive, multidisciplinary approach, highlighting adaptability, analytical reasoning, and experiential education. Principal recommendations encompass institutional reorganisation, the utilisation of technology, and advancing the use of innovation to tackle social problems. The analysis assesses NEP's advantages and disadvantages, providing practical suggestions for its execution. The policy aims to enhance research focus, empower stakeholders, and position India as a worldwide knowledge hub by 2040.

Tanya, T., & Gupta, C. (2024). *EFFECT OF MULTIDISCIPLINARY STRUCTURE OF NEW EDUCATION POLICY ON ACHIEVEMENT MOTIVATION AMONG UNDERGRADUATE STUDENTS IN INDIA*. This study explores the impact of NEP 2020's multidisciplinary framework on the academic performance drive of undergraduate students. The Deo Mohan Achievement Motivation Scale revealed no significant differences between first- and second-year students, although indicated elevated motivation levels among females. Students appreciate the NEP's adaptable curriculum and several exit pathways; nonetheless, the transition to its multidisciplinary framework is complicated by inadequate institutional resources and assistance. Interviews disclosed the absence of a systematic educational framework customised to individual requirements. The research highlights the necessity for incremental adaptation by institutions and more inquiry to thoroughly implement NEP's revolutionary educational reforms efficiently.

Das, S., Bera, S., Ray, S., & Nayak, M. (2024). *STUDENT ENGAGEMENT IN HIGHER EDUCATION: A CRITICAL REVIEW OF NATIONAL EDUCATIONAL POLICY 2020*. This study critically examines the National Education Policy (NEP) 2020, emphasising the focus on comprehensive higher education reform. It underscores multidisciplinary, value-oriented, and experiential learning to enhance student involvement, critical thinking, and collaboration abilities. Essential domains encompass curriculum reform, technological incorporation, institutional independence, and closing the theory-practice divide. It emphasises the necessity for inclusive solutions among stakeholders—educators, policymakers, and students—to promote lifelong learning, equity, and quality in education, ultimately equipping individuals for the societal and professional problems of the modern era.

Methodology

The study includes the descriptive and quantitative research methodologies necessary to complete the study. The target population is the graduating male and female students of the prominent colleges of Indore Division. A student questionnaire was sent to around 250 students to collect the data. Although it was responded by 210 students only, collecting information from every college of the state took much work. Therefore, the data was obtained from the researcher's home district, where they attended college and the results considered in general way.

Discussion: Understanding the NEP's Influence on College Students

The National Education Policy (NEP) 2020 has introduced transformative reforms in higher education, aimed at building a holistic and globally competitive system while addressing the diverse needs of college students. This policy emphasizes multidisciplinary learning, institutional restructuring, research promotion, inclusivity, and technological integration to create a robust educational framework that aligns with global trends and local demands.

A key initiative under NEP 2020 is the establishment of multidisciplinary institutions by clustering colleges, universities, and other higher education entities. This restructuring is designed to nurture diverse skill sets, encourage innovative thinking, and enhance employability, ultimately contributing to the creation of a globally relevant workforce. The policy also highlights the importance of research through the National Research Foundation, which provides funding to encourage impactful studies and foster a research-oriented academic culture.

NEP 2020 seeks to simplify admission processes by introducing centralized entrance exams conducted by the National Testing Agency, thereby reducing redundancy and standardizing evaluation methods. The policy targets a Gross Enrolment Ratio of 50% by 2035, accompanied by a significant increase in education funding to 6% of GDP. To achieve these goals, NEP promotes flexible learning pathways through mechanisms like multiple entry and exit options, academic credit banks, and competency-based learning approaches, empowering students to tailor their educational journeys.

Inclusivity lies at the core of NEP 2020, with a strong focus on addressing the challenges faced by underprivileged and marginalized communities. By ensuring equitable access to quality education, the policy aims to bridge social and economic gaps, creating opportunities for all students to thrive. Additionally, NEP emphasizes preserving and celebrating India's rich linguistic and cultural diversity. Efforts to incorporate regional languages and knowledge systems into higher education aim to protect linguistic rights while fostering pride in India's heritage.

Technology integration is another cornerstone of NEP 2020, with dedicated initiatives to enhance learning, assessment, and administration processes through advanced tools and platforms. This approach aims to prepare students for the demands of a rapidly evolving digital era.

By shifting from teacher-centric to student-centric education, NEP 2020 empowers students to actively engage in their learning processes, fostering critical thinking, problem-solving, and creativity. The policy envisions a higher education system that not only equips students with knowledge but also instills values of democracy, inclusivity, and global citizenship, preparing them to contribute meaningfully to society and the world. Through its comprehensive and forward-looking strategies, NEP 2020 redefines education for a brighter future.

Understanding and Perceptions of the NEP in College Students: Its Implications for their Academic and Career Aspirations

The New Education Policy (NEP) received diverse responses from college students, influencing their understanding and views of its effects on their academic and future ambitions. Many students enthusiastically respond to the NEP's focus on multidisciplinary and holistic education, which promises to cultivate critical thinking and adaptability. The incorporation of creative curricular methodologies is regarded as a positive advancement, allowing students to explore many disciplines and liberate themselves from inflexible old frameworks.

However, the degree of understanding among students varies considerably. Certain students, especially those engaged in debates and workshops, possess a comprehensive understanding of the NEP's objectives, valuing the flexibility it provides, including multiple entry and exit pathways and the incorporation of vocational education. They perceive these developments as facilitating improved job opportunities, enabling them to align their academic pursuits with personal interests and market requirements. For these students, the NEP represents empowerment, equipping them for a dynamic employment landscape.

On the other hand, some students demonstrate confusion or an inadequate understanding of the policy, frequently resulting from insufficient communication or unclear implementation techniques by educational institutions. This has resulted in misunderstanding regarding its consequences, especially in relation to how multidisciplinary learning correlates with concrete employment advantages. Such students may view the NEP as an abstract concept rather than a tangible structure influencing their educational trajectory.

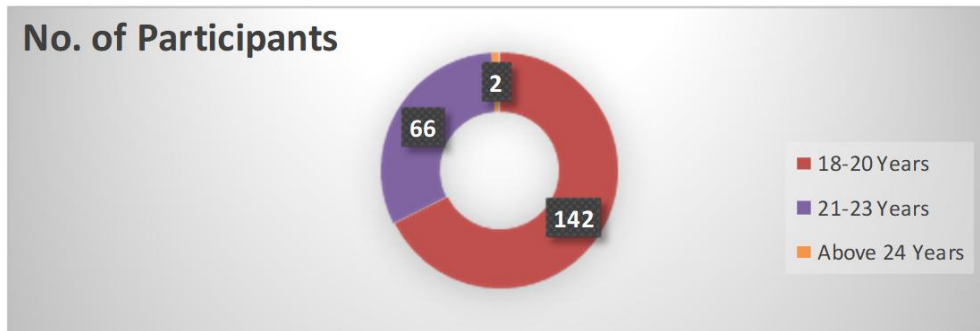
The NEP's emphasis on skill development and technological integration is broadly recognised as a beneficial initiative to improve employability. Students acknowledge the possibility of a more inclusive and equitable educational framework, particularly for marginalised communities. However, there are concerns about the actual difficulties in implementation, including resource availability and institutional readiness for adaptation.

The NEP's global perspective encourages students pursuing worldwide prospects, since its focus on academic credit systems and global mobility corresponds with their desires. In contrast, certain students express concerns regarding increased competition and the need to adjust to innovative educational frameworks.

The attitudes of college students regarding the NEP are influenced by their exposure, engagement, and institutional support. Although many accept its transformative vision, others remain concerned seeking clarity and reassurance. Effective communication and proactive strategies by educators are essential for closing the gap and enabling students to fully utilise the NEP's potential to attain their academic and career objectives.

Participants and Data Collection Process

In this research a google form questionnaire is framed and circulated to 250 Students of 17 different colleges, Out of which 210 students responded to the questionnaire. The details of Demographics are:

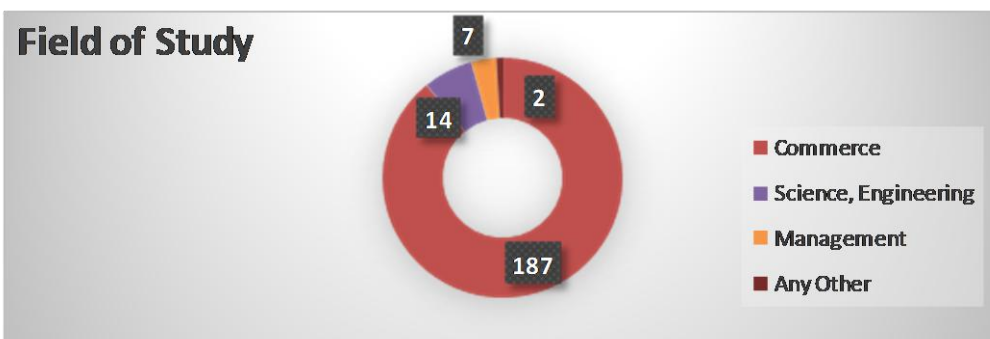


Participants Age Groups

18-20 years: 142 respondents

21-23 years: 66 respondents

24 & above: 2 respondents



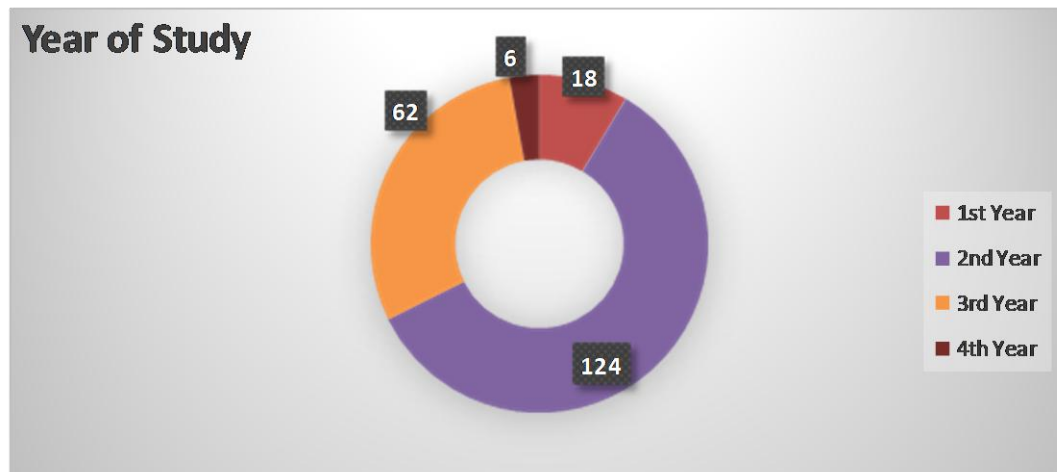
Field of Study

Commerce: 187 respondents

Science, Engineering: 14 respondents

Any Other: 7 respondents

Management: 2 respondents



Year of Study

1st Year: 18 respondents

2nd Year: 124 respondents

3rd Year: 62 respondents

4th Year: 6 respondents

Further Questions are based on following Parameters

- **Opinions on Curriculum:** Questions about multidisciplinary subjects, innovative approaches, career prospects, learning preferences, and faculty preparedness.
- **Skills and Resources:** Skills developed, preferred learning methods, and additional resources needed.
- **Satisfaction Ratings:** Overall satisfaction with the institution's efforts in adopting innovative curricular approaches.

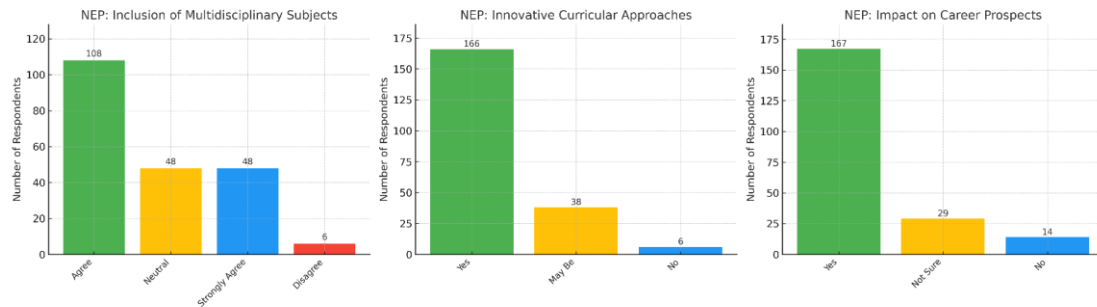
Results

- A significant majority of respondents are in the 18-20 age group and study Commerce.
- Most students agree on the importance of multidisciplinary subjects and believe that innovative curricular approaches enhance critical thinking and positively impact career prospects.
- Practical applications are the preferred method of learning, and communication is the most enhanced skill.
- There is a strong demand for seminars and workshops as additional resources.
- Faculty preparedness is generally viewed positively, with a majority believing that faculty members are well-equipped.
- Overall satisfaction with institutional efforts is relatively high, with a mean rating of 3.65 out of 5.

Opinion on Curriculum

NEP Inclusion of Multidisciplinary Subjects:	NEP Innovative Curricular Approaches:	NEP Impact on Career Prospects:
<ul style="list-style-type: none"> • Agree: 108 respondents • Neutral: 48 respondents • Strongly Agree: 48 respondents • Disagree: 6 respondents 	<ul style="list-style-type: none"> • Yes: 166 respondents • May Be: 38 respondents • No: 6 respondents 	<ul style="list-style-type: none"> • Yes: 167 respondents • Not Sure: 29 respondents • No: 14 respondents

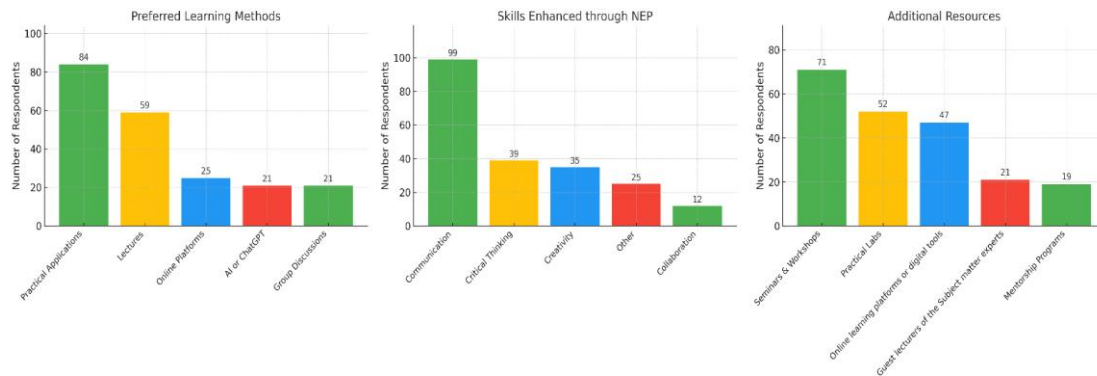
Curricular Opinions Survey Results



Opinion on Learning Preferences

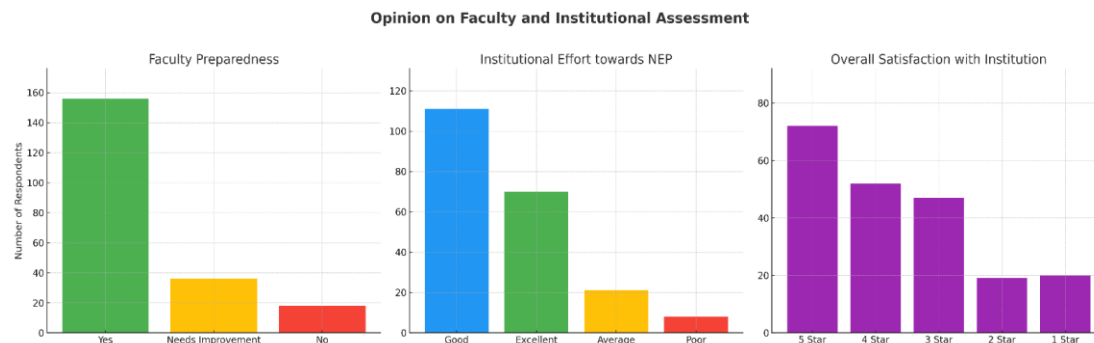
Preferred Learning Methods: <ul style="list-style-type: none"> Practical Applications: 84 respondents Lectures: 59 respondents Online Platforms: 25 respondents AI or ChatGPT: 21 respondents Group Discussions: 21 respondents 	Skills Enhanced through NEP <ul style="list-style-type: none"> Communication: 99 respondents Critical Thinking: 39 respondents Creativity: 35 respondents Other: 25 respondents Collaboration: 12 respondents 	Additional Resources: <ul style="list-style-type: none"> Seminars & Workshops: 71 respondents Practical Labs: 52 respondents Online learning platforms or digital tools (e.g., AI, virtual reality, simulation tools): 47 respondents Guest lecturers of the Subject matter experts: 21 respondents Mentorship Programs: 19 respondents
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Opinion on Learning Preferences



Opinion on Faculty and Institutional Assessment

Faculty Preparedness: <ul style="list-style-type: none"> Yes: 156 respondents Needs Improvement: 36 respondents No: 18 respondents 	Institutional Effort towards NEP <ul style="list-style-type: none"> Good: 111 respondents Excellent: 70 respondents Average: 21 respondents Poor: 8 respondents 	Overall Satisfaction with your Institution <ul style="list-style-type: none"> 5 Star: 72 respondents 4 Star: 52 respondents 3 Star: 47 respondents 2 Star: 19 respondents 1 Star: 20 respondents
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Challenges in Implementing NEP

An ambitious framework, India's National Education Policy (NEP) 2020 seeks to revamp the country's educational system by making it more comprehensive, welcoming, and skill-focused. Nevertheless, there are significant challenges to overcome in order to execute a policy with such a broad scope.

- Diverse Learning Environment:** Uniform policy execution is complicated in India because of the country's large and diverse educational environment, which includes people from every area of society and speaks a wide variety of languages. The enormous challenge lies in making sure that all learners, even those in marginalised or rural locations, receive the benefits of NEP. Making adjustments to the policy to meet the requirements of different regions without watering it down further complicates matters.
- Recruiting and Training Teachers:** Teachers are compelled to explore new pedagogical approaches as a result of the NEP's emphasis on experiential, multidisciplinary, and skill-based learning. The infrastructure for training teachers, however, is seriously inadequate. In areas with limited educational resources, such as rural areas, the urgent need to upskill current instructors and attract enough qualified teachers is even more acute.
- Limitations on Funds:** Massive improvements to infrastructure, including digital learning systems, school upgrades, and access equity initiatives, are required to implement NEP. With limited resources, it has been challenging to meet the policy's goal of increasing spending on education to 6% of GDP.
- The Gap in Internet Access:** However, the digital divide is still a big obstacle, even if the policy is very much in favour of using technology in the classroom. Online learning and digital content face significant challenges in rural and economically disadvantaged areas due to limited access to devices, internet connectivity, and digital literacy. This makes it difficult to implement these projects effectively.
- Highlight the Use of Multiple Languages:** Equally difficult is the widespread implementation of bilingual education, notwithstanding the positive trend towards mother-tongue-based programs. The preference for English in urban schools and states with a high level of linguistic diversity make language selection a difficult issue.
- Embracing Change:** All parties involved, including students, parents, and teachers, will need to change their perspective in order to make the change from a system that relies on memorising to one that is competency-and skill-based. It may take more time to install a new system if people are resistant to changing their ways of doing things and have doubts about how well the new system will work.
- Legislation vs. Practical Experience:** Classroom overcrowding, inadequate infrastructure, and uneven state leadership are all examples of how the NEP's ideals run counter to practice. It will take a concerted effort from both the national and state governments to close this gap.

To sum up, the NEP is a powerful tool with the ability to transform India's educational system, but it will need a strong and inclusive strategy to overcome these obstacles. To make sure that all students across the nation get real, fair advantages from the policy, stakeholders at all levels need to work together.

Conclusion

With an emphasis on inclusivity, skill-building, and global competitiveness, India's National Education Policy (NEP) 2020 seeks to revolutionise the educational structure. Promoting critical thinking, creativity, and adaptability—vital for academic achievement and job readiness—it places an emphasis on student-centered learning pathways, creative curricula, and technological integration. It also incorporates regional languages and knowledge systems in an effort to conserve India's cultural legacy. There is a range of views about the NEP in the feedback from college students. Understanding its potential to increase employment prospects and align education with industry needs, many students are enthusiastic about its emphasis on multidisciplinary learning. So, for instance, many consider that new ways of teaching enhance both critical thinking and future employment opportunities. On the other hand, some students have doubts or questions regarding how the policy would really work, and they point to institutions' unclear explanations as the reason for.

Issues including the digital divide, shortages in teacher training, and limited resources continue to be major obstacles to the policy's goal of inclusive and equitable education. Adequate steps must be taken to guarantee that students from marginalised communities have access to high-quality education. Additionally, significant institutional support is required for the transition from conventional teacher-centered methods to a student-driven approach. The NEP has the ability to reshape India's educational system and meet the goals of college students all at once. Stakeholders must work together and communicate better with students for the policy to be implemented successfully so that students can benefit academically and professionally.

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